**Comprehensive Planning**

**Training Exemplar:**

**Multiple-strategy**

**Action Plan**

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**Action Plan**

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| **Goal** |
| Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. (4) |

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| **Indicators of Effectiveness** | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. |
| PVAAS data based upon 2013 PSSA Math and Reading Assessments | 85% of students involved in at least one intervention program show at least one year of predicted growth. |
| 2012-2013 MAP Testing in Reading: September testing to May testing comparison | 85% of students involved in at least one intervention program due to documented challenges associated with Reading meet or exceed the growth in Reading achievement predicted by the MAP assessment system. |
| 2012-2013 MAP Testing in Math: September testing to May testing comparison | 85% of students involved in at least one intervention program due to documented challenges associated with Math meet or exceed the growth in Math achievement predicted by the MAP assessment system. |

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| **Strategies** | |
| **Strategy 1:** | **Academic Support Leadership (ALS) Team** |
| *The school leadership team will oversee the development and implementation of various academic support programs and an Early Identification Program charged with identifying at-risk students and assigning interventions, will require and monitor communication between program staffs and parents of at-risk students, and will monitor the academic progress of the identified students.* |
| SAS Alignment: None |
| **Strategy 2:** | **Early Identification Program (EIP)** |
| *A program that incorporates a variety of data sources, including diagnostic assessment results, to identify students at risk prior to or soon after their arrival at HMS; assign at-risk students to appropriate support programs based upon data analysis.* |
| SAS Alignment: Safe and Supportive Schools, Assessment |
| **Strategy 3:** | **After School Academic Support Program (ASASP)** |
| *An after school program for identified at-risk students will provide support for identified academic needs of the students involved; certified teachers will be responsible for providing the required support to students.* |
| SAS Alignment: Safe and Supportive Schools |
| **Strategy 4:** | **Saturday Academic Support Program (SASP)** |
| *A Saturday morning program for identified at-risk students will provide support for identified academic needs of the students involved; certified teachers will be responsible for providing the required support to students.* |
| SAS Alignment: Safe and Supportive Schools |
| **Strategy 5:** | **Peer Tutoring Program (PTP)** |
| *As appropriate, identified at-risk students will be paired with peer tutors under the supervision of a certified teacher that will facilitate the academic support of at-risk students by the tutor.* |
| SAS Alignment: Safe and Supportive Schools |

*Strategies continue on the next page…*

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| **Strategy 6:** | **Student Mentoring Program (SMP)** |
| *At-risk students will be matched with certified teachers who will be responsible for monitoring the academic progress of their mentees on a daily basis; mentors will also be responsible for providing regular and structured feedback to the School Leadership Team that is overseeing the Academic Support process.* |
| SAS Alignment: Safe and Supportive Schools |
| **Strategy 7:** | **Student Assistance Program (SAP)** |
| *A comprehensive system of behavioral support will target students with significant behavioral/environmental challenges that are interfering with academic achievement; support will be integrated with Academic Support strategies and will include mental health and social services interventions when appropriate.* |
| SAS Alignment: Safe and Supportive Schools |

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| **Action Steps** |

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| **Action Step 1:** | Title | Initial Planning and Funding Commitments from District and Other Sources | | | |
| **(FUTURE ENHANCEMENT)** Description | | In collaboration with the Assistant Superintendent and the district’s Federal Program Coordinator, the HMS administrative team will identify and confirm staffing and facility parameters for each of the identified strategies and will obtain funding and HR allocation commitments for each of the strategies, to include commitments for the addition of staff positions. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Documentation of confirmations of funding commitments for each of the seven strategies. | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis | | |
| Implementation Start Date: | | 4/15/2012 | Target Completion Date: | | 5/15/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1, 2, 3, 4, 5, 6, 7 | |

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| **Action Step 2:** | Title | Formation of Academic Support Leadership (ASL) Team | | | |
| **(FUTURE ENHANCEMENT)** Description | | The HMS administrative team will contact and confirm the commitment of the various professional staff members who will meet on a weekly basis as ASL Team members; District approval of ASL Team members is required; the ASL Team will develop the initial systems and protocols that will be used to develop and manage a system of interventions for at risk students, to include a diagnostic subsystem that identifies such students early in their tenure at HMS. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published list of ASL Team members * Published, District-approved ASL Team procedure and protocol manual | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis | | |
| Implementation Start Date: | | 5/15/2012 | Target Completion Date: | | 6/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1 | |

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| **Action Step 3:** | Title | Recruit and Assign Staff Members for Leadership of Each Intervention Program | | | |
| **(FUTURE ENHANCEMENT)** Description | | ASL members will be assigned to recruit and confirm the commitment of various staff members who will be responsible—working as leadership teams—for the collaborative implementation and management of each intervention program; the HMS administrative team will recruit and hire individuals to fill new staff positions needed for intervention programs. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published rosters by intervention program committee * Completed HR forms required for staff members who will be receiving Extra Pay for Extra Responsibility (EPER) funds. * All open staffing positions associated with intervention programs are filled. | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Page  Assistant Principal J. Newton | | |
| Implementation Start Date: | | 7/1/2012 | Target Completion Date: | | 8/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *None* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2, 3, 4, 5, 6, 7 | |

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| **Action Step 4:** | Title | Design Early Identification Program (EIP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The EIP team will design the diagnostic process to include the various diagnostic tools that will be used to identify at risk students, design the systems including staff assignments that will provide the diagnostic data needed to identify at risk students, and create the protocols that will be required to use diagnostic data to assign students to appropriate academic support programs; ASL Team and District approval required. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Published, district-approved EIP Protocol and Procedure Manual | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal V. Marsalis  EIP Team Leader (person TBD) | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 9/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2 | |

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| **Action Step 5:** | Title | Implement Early Identification Program (EIP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | Begin to identify at risk students using the diagnostic process outlined in the EIP Protocol and Procedure Manual; initial implementation should occur gradually and be monitored by the EIP Team and Principal Marsalis; assignment of students to appropriate student support programs will depend upon the startup dates of these new programs. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Monthly EIP report to the Principal documenting the number of students processed, identified, and assigned to student support programs | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal V. Marsalis  EIP Team Leader (person TBD) | | |
| Implementation Start Date: | | 10/1/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2 | |

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| **Action Step 6:** | Title | Design After School Academic Support Program (ASASP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASASP Team will develop procedures related to inducting students into the Program, communicating with both parents and teachers of students in the Program, scheduling students and certified teachers, and obtaining and disseminating achievement data as per EIP protocols; the ASASP Team will recruit and appoint teachers; ASL Team approval required. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved ASASP Procedure Manual * Roster of teachers that will participate in the ASASP | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Page | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 10/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 3 | |

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| **Action Step 7:** | Title | Design Saturday Academic Support Program (SASP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SASP Team will develop procedures related to inducting students into the Program, communicating with both parents and teachers of students in the Program, scheduling students and certified teachers, and obtaining and disseminating achievement data as per EIP protocols; ASL Team approval required; the SASP Team will recruit and appoint teachers. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved SASP Procedure Manual * Roster of teachers that will participate in the SASP | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Page | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 10/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 4 | |

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| **Action Step 8:** | Title | Design Peer Tutoring Program (PTP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The PTP Team will develop procedures related to inducting student peer tutors into the Program, communicating with both parents and teachers of students in the Program, scheduling students and peer tutors and supervising certified teachers, and obtaining and disseminating achievement data as per EIP protocols; ASL Team approval required; the PTP Team will recruit and appoint teachers who will oversee the work of peer tutors. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved PTP Procedure Manual * Roster of teachers that will supervise PTP peer tutors | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 11/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 5 | |

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| **Action Step 9:** | Title | Design Student Mentoring Program (SMP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SMP Team will work with an outside consultant (IU representative—C. Mayfield) to develop procedures related to inducting students into the Program, communicating with both parents and teachers of students in the Program, assigning mentors to students, supporting and overseeing the work of mentors, and obtaining and disseminating achievement data as per EIP protocols; ASL Team approval required; the SMP Team will recruit and appoint teachers and community volunteers who will be serving as mentors; the SMP Team will assure that all volunteers have met the necessary clearances required for adults who will be working with students. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved SMP Procedure Manual * Roster of Mentors * Verifications of clearances for each mentor | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 11/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 10:** | Title | Design Student Assistance Program (SAP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SAP Team will collaborate with the EIP team to identify diagnostic processes that will be used to identify students with significant behavioral and/or environmental challenges that significantly diminish a child’s ability to achieve; the SAP Team will identify and contact mental health and social service agencies to identify and secure resources and interventions that will be provided to students assigned to the SAP; the SAP will identify policies, procedures, and protocols related to receiving students into the SAP, assigning students to intervention programs and other services, communicating with both parents and teachers of students in the Program, communicating with outside agencies, and obtaining and disseminating achievement and behavioral data as per EIP protocols; district approval required. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Published, District-approved SAP Procedure Manual | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis  HSD Director of Guidance Services N. Margoles | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 10/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 7 | |

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| **Action Step 11:** | Title | Intervention Updates | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASL Team will collect, edit, and compile progress reports based upon input from the EIP, ASASP, SASP, PTP, SMP, and SAP Teams on a monthly basis (or more frequently if appropriate) that will be sent to all HMS staff via email and that will be published on the District’s *Intra*net site. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Monthly publication of ASL progress reports | | |
| Person Responsible for Managing and Monitoring the Action Step | | | ASL Team Leader (person TBD) | | |
| Implementation Start Date: | | 9/30/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2, 3, 4, 5, 6, 7 | |

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| **Action Step 12:** | Title | Develop Professional Development for ASASP and SASP | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASASP and SASP teams will collaborate to:   * Develop training sessions for teachers working with students in the program and/or whose students will be in the program (HMS administrative team will be trainees); the training will include (1) expectations related to both perspectives, (2) processes and procedures related to assigned work and communications between teachers in the program and teachers with students in the program, (3) expectations related to record-keeping, and (4) expectations of students. * Develop a training process with the above content for teachers who begin participation in the programs or teachers new to HMS after the initial training is provided. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | ASL Team approved Training Plan document | | |
| Person Responsible for Managing and Monitoring the Action Step | | | ASASP Team Leader (person TBD)  SASP Team Leader (person TBD) | | |
| Implementation Start Date: | | 11/1/2012 | Target Completion Date: | | 12/12/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 3, 4 | |

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| **Action Step 13:** | Title | Develop Professional Development for ASASP and SASP | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASASP and SASP teams will collaborate to:   * Implement the initial half-day training on a December in-service day. * Implement follow up training for teachers new to the programs as needed. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Sign in sheets containing the names of staff members that have completed the program | | |
| Person Responsible for Managing and Monitoring the Action Step | | | ASASP Team Leader (person TBD)  SASP Team Leader (person TBD)  Assistant Principal J. Page | | |
| Implementation Start Date: | | 12/12/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 3, 4 | |

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| **Action Step 14:** | Title | Implement Peer Tutoring Program (PTP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | Train teachers assigned to supervise student peer tutors what is involved in record keeping, communication with parents and other teachers, and in supervision of tutors; selected supervisory teachers and PTP Team members develop a training program for student peer tutors; recruit and train student peer tutors; schedule students identified by the EIP Team with student peer tutors; monitor quality of tutor-tutee interactions; provide student data to EIP Team as per EIP protocols; and modify tutor-tutee pairs and other aspects of the PTP as warranted by supervisory teacher observations and EIP recommendations. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Tutee and tutor rosters  Reports prepared for EIP Team Review | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 11/1/2012 | Target Completion Date: | | 5/15/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 5 | |

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| **Action Step 15:** | Title | Design Professional Development for SMP Mentors | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SMP Team will work with an outside consultant (IU representative—C. Mayfield) to develop mentor training; it is anticipated that the training will involve three, two-hour sessions; a plan will be developed to provide the training to mentors appointed after the initial training is provided. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | ASL Team approved SMP Mentor Training Plan document | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 12/1/2012 | Target Completion Date: | | 12/21/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided. | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 16:** | Title | Implement Professional Development for SMP Mentors | | | |
| **(FUTURE ENHANCEMENT)** Description | | IU representative, C. Mayfield, will deliver two series of SMP Mentor training; one series will be delivered in the afternoon after school dismissal; the other series will be delivered in the evening; mentors who are appointed after the initial training will receive the required training according to the plan developed by the SMP team. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | A list of mentors who have completed the SMP mentor training compiled from Sign-in sheets for each of the two hour sessions | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 1/7/2013 | Target Completion Date: | | 12/23/2014 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step  This is a Professional Development Action Step but details will not be provided  This is a Professional Development Action Step and details will be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 17:** | Title | Implement Student Mentoring Program (SMP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | Implement the SMP according to the approved program design; the design will require mentors to produce periodic reports according to EIP protocols and procedures; communication within prescribed protocols will occur between the mentor and the mentee’s parents and teachers; an assistant principal and the SMP Team will monitor implementation. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Monthly Mentor Reports | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 2/1/2013 | Target Completion Date: | | 6/12/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step  This is a Professional Development Action Step but details will not be provided  This is a Professional Development Action Step and details will be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 18:** | Title | Implement the Student Assistance Program | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SAP Team will coordinate and monitor school and agency resources to provide the assistance and support indicated by the EIP for each student referred to the SAP; the SAP Team will provide periodic reports to the EIP as required by EIP procedures and protocol and will communicate within prescribed protocols with the parents and teachers of students in the SAP. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Reports for each student as required by the EIP | | |
| Person Responsible for Managing and Monitoring the Action Step | | | SAP Team Leader (person TBD) | | |
| Implementation Start Date: | | 11/1/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 7 | |

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| **Action Step 19:** | Title | Informational Session for HMS Faculty Re: the PTP, SMP, and SAP | | | |
| **(FUTURE ENHANCEMENT)** Description | |  | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | |  | | |
| Implementation Start Date: | |  | Target Completion Date: | |  |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | |  | | | |
| This is not a Professional Development Action Step  This is a Professional Development Action Step but details will not be provided  This is a Professional Development Action Step and details will be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 5, 6, 7 | |